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ABSTRACT

Project A.B.C. (Academic Bilingual Career Program) is a multisite project serving new immigrant students at three different high schools in the Bronx, New York: Vietnamese (Chinese ethnics) at Theodore Roosevelt, Italians at Christopher Columbus, and Cubans and Dominicans at John F. Kennedy high schools. Project students are incorporated into the schools' regular bilingual programs, and receive additional special resources. As well as attending ESL and native language arts classes, participants take content-area subjects (mathematics, science, social studies) in their native language. Analysis of the program's first year of operation found that most students met program objectives in English syntax. Performance in other areas was variable. This evaluation report attributes failures to meet objectives to organizational and administrative difficulties and provides a number of recommendations regarding: (1) the development of career resource centers at each site; (2) completion of implementation of the curriculum development component within the Italian bilingual program; (3) curriculum development and location of Vietnamese-speaking teachers for program students at Roosevelt High; and (4) continued efforts toward developing an instrument to measure native language ability for the Vietnamese students. (GC)

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O.E.E. Evaluation Report

February, 1983

Grant Number: G00-810-4559

PROJECT A.B.C.
BRONX ACADEMIC BILINGUAL
CAREER PROGRAM
1981-1982

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PROJECT A.B.C.
ACADEMIC BILINGUAL CAREERS

Locations: Theodore Roosevelt High School
500 East Fordham Road
Bronx, New York

Christopher Columbus High School
925 Astor Avenue
Bronx, New York

John F. Kennedy High School
99 Terrace View Avenue
Bronx, New York

Project Office: Office of High School Projects
442 East Houston Street
New York, New York

Year of Operation: 1981-1982, First year of two-year
funding period

Target Languages: Vietnamese/Chinese/Italian/Spanish

Number of Participants: 225

Project Director: Angelo G. Gatto

INTRODUCTION

Project A.B.C. is a multi-site project serving new arrivals in three different high schools in the Bronx: Vietnamese (Chinese ethnics) at Theodore Roosevelt; Italians at Christopher Columbus; Cubans and Dominicans at John F. Kennedy. The project is coordinated out of the central Office of High School Projects.

All students in the project are foreign-born and use their native language at home. Participants' language and academic abilities differ widely, but all lack sufficient skills in English to function in a mainstream program.

Project students are incorporated into the schools' regular bilingual programs with Project A.B.C. supplying special resources earmarked for them. The schools assign program students to appropriate class levels within their E.S.L. sequences and native language arts instruction. Students also take content-area subjects in their native languages.

Program staff devoted much of the first year to organization; the program did not become fully operational until March 1982. The most significant problems were the recruitment of Vietnamese-speaking teachers and timely identification of Italian-dominant students.

I. DEMOGRAPHIC CONTEXT

Project A.B.C. serves students who recently settled in three ethnic neighborhoods which send their children to Bronx high schools. One area is in upper Manhattan just north of Dyckman Street, where many Cuban and Dominican families have settled. These students attend John F. Kennedy High School, whose total enrollment of 5,458 is 45 percent Hispanic. The school's attendance area extends from the area mentioned above (low-income) to the Bronx west of Sedgewick Avenue through Kingsbridge (middle-income) to the city line and throughout Riverdale (upper middle-class). The school has a substantial bilingual program; Project A.B.C. provides extra services needed by recent arrivals targeted for that program.

A second area is in the upper Bronx, where a large number of Indochinese began arriving in 1978. This is a compact area where a church organization and several agencies provide special help to the Indochinese population. Two hundred students from this area attend Theodore Roosevelt High School: 125 Vietnamese; 85 Cambodians; and 20 Laotians, Koreans, and Chinese. Roosevelt is a Title I school drawing its enrollment from a low socio-economic area. However, facilities such as the Bronx Zoo, the Bronx Botanical Gardens, the Fordham University campus, and the nearby Enrico Fermi Cultural Center lie within the immediate vicinity of the school. The cultural center is part of the New York City public library system and offers a large collection of books in Italian and Spanish.

The third area lies to the east between the Bronx Park and Pelham Bay Parkway, and extends from Parkchester Avenue on the south to Alton Avenue on the north. This is a low- to middle-income area, predominantly Italian and some Jewish, whose students attend Christopher Columbus High School. The school's enrollment is more than one-third Italian; approximately another third are blacks and Hispanics who come from the fringes of the attendance area. Families recently arrived from Italy including a new influx after the 1981 earthquakes, settle in the area because they have relatives there to host them on arrival. This support system alleviates some of the problems experienced by program participants at Columbus High School, as opposed to those at Kennedy and Roosevelt.

II. STUDENT CHARACTERISTICS

All Project A.B.C. students are foreign-born and speak their native language at home. In all three high schools involved, the student body as a whole speaks a variety of languages. Columbus and Kennedy students speak Korean, Greek, Russian, Chinese, Vietnamese, French, Japanese, Hebrew, Serbo-Croatian, Cambodian, and Turkish, in addition to Italian and Spanish. At Theodore Roosevelt 500 of the 695 students in the bilingual program are Spanish speakers. Of the remaining 195 students, 125 are Vietnamese and 70 speak Khmer or Laotian. Fifty-three of the Vietnamese nationals are ethnic Chinese who also speak that language.

The following table gives a breakdown of Project A.B.C. students by country of origin.

TABLE 1

Number and Percentages of A.B.C. Students
by School and Country of Birth

School	Country of Birth	Number	Percent
T. Roosevelt	Vietnam	119	66.8
C. Columbus	Italy	9	5.0
J.F.K.	Puerto Rico	3	1.6
	Dominican Republic	19	10.6
	Cuba	12	6.7
	Honduras	4	2.2
	Guatemala	1	0.5
	El Salvador	7	3.9
	Colombia	1	0.5
	Ecuador	3	1.6
TOTAL		178	100.0

.Two-thirds (66.8 percent) of all program students were born in Vietnam. These students attend Theodore Roosevelt High School.

.Twenty-eight percent of the students were born in the Caribbean, Central or South America. They attend John F. Kennedy High School.

.Five percent of the students were born in Italy. All of these students attend Christopher Columbus High School.

.None of the program students are United States-born.

The composition of the student body in terms of sex and age varies by school and grade. Table 2 presents the distribution of students by sex and grade as reported.

TABLE 2

Number and Percentages of Students by Sex and Grade

Theodore Roosevelt High School						
Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	34	53	30	47	64	53
10	28	67	14	33	42	35
11	13	87	2	13	15	12
TOTAL	75	62	46	38	121	100

.Fifty-three percent of the program students at Theodore Roosevelt High School are in grade 9.

.Sixty-two percent of all program students at Theodore Roosevelt High School are males.

.The proportion of males to females tends to increase with grade.

Christopher Columbus High School						
10	1	100.0			1	17
11	2	100.0			2	33
12	1	33	2	68	3	50
TOTAL	4	67	2	33	6	100

.Data are reported for only six program students at Christopher Columbus High School.

.There are no female students served in grades 10 and 11.

TABLE 2 (continued)

John F. Kennedy High School						
9	11	69	5	31	16	32
10	13	54	11	46	24	48
11	4	40	6	60	10	20
TOTAL	28	56	22	44	50	100

.Forty-eight percent of all program students at John F. Kennedy High School are in grade 10.

.Males account for 56 percent of the total number of students at this school.

.Males account for 69 percent of the grade 9 students, 54 percent of the grade 10 students, and 40 percent of the grade 11 students.

The great diversity in student composition is most apparent in their distribution by age and grade. Although they are all immigrants, their educational histories vary considerably. Many, especially the Vietnamese students, have suffered interrupted schooling, or because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade level would indicate.

Table 3 presents the distribution of students by age and grade. Although the number of students is quite different and therefore does not allow safe comparisons, note the disparity in the proportion of overage students by school. It is apparent that age is related to country of origin. Students who came from Vietnam comprise the largest proportion of students overage for their grade, whereas only one of six students born in Italy is overage for his/her grade.

TABLE 3
Number of Students by Age and Grade
Theodore Roosevelt High School

Age	Grade 9	Grade 10	Grade 11	Total
13	2			2
14	3			3
15	8	2	1	12
16	10	7	1	19
17	11	4		15
18	7	12	4	27
19	16	6	4	32
20	5	9	4	22
21	1	1		2
22		1		1
Total	63	42	14	119

Overage
for
Grade

Number	50	33	12	95
Percent	79.3	75	85.7	80

Note. Shaded boxes indicate expected age range for the grade.

.Of the Vietnamese-speaking program students at Theodore Roosevelt High School, 80 percent are overage for their grade.

.The greatest proportion of overage students is in grade 11 (85.7 percent). The lowest proportion overage for their grade is in grade 10 (75 percent).

.The large proportion of overage students is related to the student population's history of education and migration.

TABLE 3 (continued)
Number of Students by Age and Grade
Christopher Columbus High School

Age	Grade 10	Grade 11	Grade 12	Total
15		1		1
16	1			1
17		1	1	2
18			1	1
19			1	1
Total	1	2	3	6

Overage
for
Grade

Number			1	1
Percent			33	16.6

Note. Shaded boxes indicate expected age range for the grade.

.Of the Italian-speaking program students at Christopher Columbus High School, only one (16.6 percent) is overage for his/her grade.

TABLE 3 (continued)
Number of Students by Age and Grade
John F. Kennedy High School

Age	Grade 9	Grade 10	Grade 11	Total
13	1	1		2
14	1	2		3
15	8	8		16
16	6	10	3	19
17		2	4	6
18		1	1	2
19			1	1
Total	16	24	9	49
Overage Students				
Number	6	3	2	11
Percent	37.5	12.5	22.2	22.4

Note. Shaded boxes indicate expected age range for the grade.

.Twenty-two percent of the students are overage for their grade.
This is lower than expected in bilingual high school programs
in New York City.

.The highest proportion of overage students is found in grade
9 (37.5 percent).

Project A.B.C. students vary in academic ability and proficiency in English. English-language ability among the Hispanic students at John F. Kennedy ranges from beginner to just below transition level. Spanish-language ability ranges from remedial to beyond high school level. In the Vietnamese group English-language ability is more limited; some knew no English at all when they entered the school. On the other hand, the Vietnamese are strong in math and science. They are making progress in mainstream classes with the help of a paraprofessional. They do well in beginning E.S.L. classes where memorization is essential, and also show a talent for analyzing systems. No data are currently available on their native-language ability since instruments to measure such ability are lacking. The program is in the process of developing such instruments for next year.

III. PROGRAM DESCRIPTION

BACKGROUND AND ORGANIZATION

The Academic Bilingual Careers program (Project A.B.C.) was created to meet the needs of newly-arrived students in the three participating high schools. Roosevelt High School has a large bilingual Spanish program in the Bronx but needed special help to accommodate the needs of the growing Vietnamese population. Similarly, Kennedy High School found that special demands were placed on its existing bilingual program by new Hispanic arrivals. Columbus High School had E.S.L. and Italian classes in its curriculum, but needed help in organizing those classes into a formal bilingual program able to provide for the Italian students who arrived during the last year.

The project's stated goal is to systematically explore bilingual careers under the guidance of successful professionals, enabling students to acquire the practical skills needed in the working world. Recognizing that new arrivals at the high school level have little time left within the school system, Project A.B.C. emphasizes a career orientation approach aimed at minimizing the time needed to understand the local economic system and how bilingualism can aid in career development.

Project A.B.C. was funded in October 1981, when the project director began to work with the schools on staff recruitment and student selection. The Italian and Spanish programs began operating in January 1982; the Vietnamese/Chinese program began in March.

The project is coordinated out of the central Office of High School Projects under the supervision of the program manager for the E.S.L./Bilingual Unit. Project A.B.C. students are incorporated into each school's bilingual program. The project gives bilingual program supervisors at each school special resources geared to facilitate the incorporation of project students into the larger program.

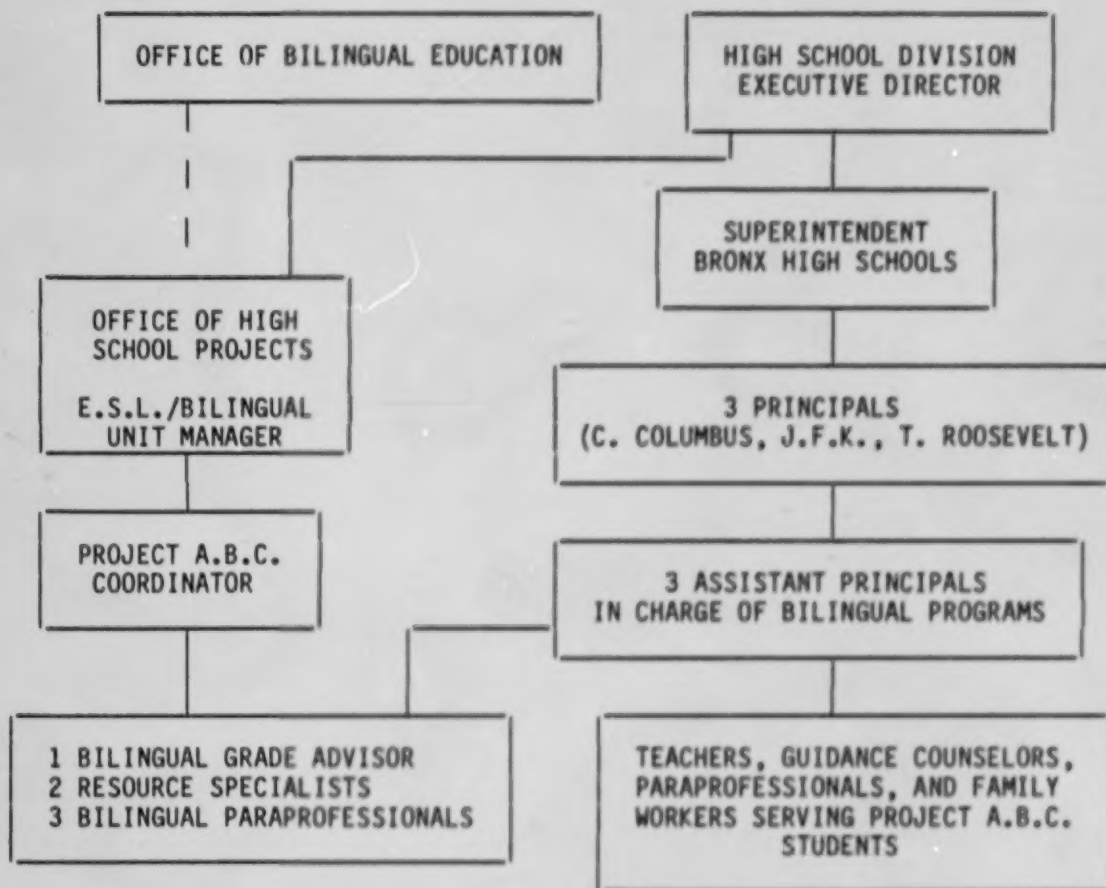
Figure 1 presents the management design for the project while Table 4 shows the staffing of Project A.B.C. within each school.

TABLE 4
Project A.B.C. in the Schools

	Project A.B.C. Title VII Staff	Schools' Bilingual Programs Supervisor	Staff Serving Project Students
Theodore Roosevelt	Resource specialist (Vietnamese-speaking) Bilingual paraprofessional	Assistant principal in charge of bilingual programs	13 Teachers 8 Paraprofessionals 1 Bilingual grade advisor 1 Guidance counselor
Christopher Columbus	Resource specialist (Italian-speaking) ^a Bilingual paraprofessional Bilingual grade advisor	Assistant principal in charge of foreign languages	2.6 Teachers 1.8 Paraprofessionals
John F. Kennedy	Resource specialist (Spanish-speaking) ^a	Assistant principal in charge of foreign languages	15.8 Teachers 8 Paraprofessionals 2 Guidance counselors 1 Family worker

^aOne resource specialist divides her time between Columbus and Kennedy.

FIGURE 1
Project and Management Design



Note. The dotted line indicates communication. Solid lines indicate supervision.

FUNDING

Instructional services and many of the supportive services for students are funded with tax-levy monies. Title VII funds those supportive services geared specifically to helping new arrivals and to establishing a career resource center at each site. The following two tables detail program funding sources.

TABLE 5

Funding of Non-Instructional Positions

Function	School	Funding Sources	Position
Administration and supervision	Office of H.S. Projects	Title VII	1 Project coordinator
	Roosevelt	.5 Title VII (not A.B.C.) .5 Tax levy	1 Assistant principal in charge of bil. programs
	Columbus	Tax levy	1 Assistant principal in charge of bil. program
	Kennedy	Tax levy	1 Assistant principal in charge of bil. program
Curriculum development	Roosevelt	Title VII	1 Resource spec.
	Columbus	Title VII	.5 Resource spec.
	Kennedy	Title VII	.5 Resource spec.
Supportive services	Roosevelt	Tax levy	1 Grade advisor
	Columbus	Tax levy	1 Guidance couns.
		Title VII	.5 Resource spec.
	Kennedy	Title I/P.S.E.N. Tax levy Title VII	1 Grade advisor 2 Guidance couns. 1 Family worker .5 Resource spec.
Staff development	Roosevelt	Tax levy	1 A.P. Conference/workshops
	Columbus	Title VII	1 Resource spec.
	Kennedy	Tax levy	1 Asst. principal
Parental and community involvement	Roosevelt	Tax levy	Bil. grade advisor
	Columbus Kennedy	Title VII	.5 Resource spec.
		Title VII	.5 Resource spec.
		Tax levy Title VII	1 Family worker .5 Resource spec.

TABLE 6
Funding of Instructional Positions

Subject	School	Funding Sources	Teachers	Paras
E.S.L.	Roosevelt Columbus Kennedy	Title I/P.S.E.N.	6	6
		P.S.E.N.	1	1
		Title I/P.S.E.N.		
		Tax levy	8.6	7
Reading (English)	Roosevelt Columbus Kennedy	Tax levy	3	1
		Tax levy (Handled by E.S.L. personnel)	.6	
Native language arts	Roosevelt Columbus Kennedy	Tax levy	1 (not filled this year)	
		Tax levy	.2	.2
		Title I/P.S.E.N.		
		Tax levy	2.2	1
Math	Roosevelt Columbus Kennedy	Tax levy/Title VII (paraprofessional)	1.8	.4
		Tax levy	.2	
		Tax levy	2.2	
Social studies	Roosevelt Columbus Kennedy	Tax levy/Title VII (paraprofessional)	.6	.3
		Tax levy	.2	.2
		Tax levy	1.8	
Science	Roosevelt Columbus Kennedy	Tax levy/Title VII (paraprofessional)	.8	.3
		Tax levy	.2	.2
		Tax levy	.6	
Other	Roosevelt Columbus Kennedy	Tax levy	.8	
		Tax levy	.2	.2
		Tax levy	.4	

IV. INSTRUCTIONAL COMPONENT

OVERVIEW

The typical Project A.B.C. student is a recent arrival who has been in the United States from a few months to perhaps a year and a half. With the exception noted below, there was no problem identifying students for the program: they all need E.S.L. instruction and content-area instruction in their native languages. Placement tests determine at which level they will be placed within the program.

When the project began operating in the schools in January 1982, all participants had been selected except for the Italian contingent, whose selection was hampered by several difficulties which the program was moving to overcome.

The project is based on a uniform tracking system focusing on the students' career interests. Each school has a well-developed sequence of E.S.L. instruction appropriate to the needs of the school program. The Spanish and Italian language arts programs are in place. The Vietnamese language arts program could not be properly staffed this year, but will begin in September 1982. Content-area courses in Spanish and Italian were taught by native-language teachers; classes for the Vietnamese were taught with the help of paraprofessionals.

Mainstreaming has not begun. It will be done gradually on an individual basis after students have completed preparatory transitional courses within each program.

PLACEMENT AND PROGRAMMING

Since Project A.B.C. is intended for recent arrivals who obviously lack proficiency in English, determining their eligibility for the project is a straightforward process. However, these students take the LAB test and are interviewed before official placement is made.

At Roosevelt High School all Vietnamese students are placed in the bilingual program after taking English and math placement tests. A beginners' program was established that typically included three periods of E.S.L. and when needed, two periods of remedial math. (Most Vietnamese are doing well in math.) The other two periods are filled by lunch and gym.

At Kennedy High School, a student is given credit for previous schooling documented by records; when this documentation is available, he/she may be placed in tenth or eleventh grade. Placement tests for math and native-language literacy follow. The actual program for one incoming Spanish-speaking student for the spring semester follows; although this student can read and write in Spanish, his literacy skills are limited.

Period	Subject	Language
1	Math lab for R.C.T.	Spanish
2	Native language arts	Spanish
3	L U N C H	
4	Biology 2	Spanish
5	English-language skills	English/E.S.L.
6	English-language skills	English/E.S.L.
7	American history	Spanish
8	Volleyball	English

Participants at Columbus High School are identified from LAB scores and previous academic records. Because the bilingual program itself is new and because Project A.B.C. only started in January, identifying a full complement of 50 participants proved impossible. The situation became more difficult when the resource teacher doing most of this work left and was not replaced until March. During this transition period, some students already placed in the program left.

Currently the project involves 12 students. The resource teacher is working on identifying prospective project participants for September by examining the school records of over 200 students in the Italian program. The Office of High School Projects is helping with this task. Recruitment is also taking place in the feeder junior high schools and in the parochial schools. Seventeen incoming students from J.H.S. 45 have already been identified and tested for the program. The school program offers classes in E.S.L., Italian literature, and content-area classes in Italian.

Project A.B.C. is in the process of standardizing a tracking system for the students in the project which consists of a contract first discussed with, and then signed by, the student, parent, and grade advisor. The contract focuses on the student's career interest and will serve to ensure that each individual's yearly program is prepared with that interest in mind.

ENGLISH-LANGUAGE INSTRUCTION

Roosevelt High School offers separate E.S.L. and reading sequences, each containing five levels from beginner to advanced. Kennedy

High School offers an E.S.L. sequence of six levels which includes reading. Students at the beginning level receive three periods of E.S.L. a day. Columbus High School offers an E.S.L. sequence of three levels. Table 7 describes the full offerings at each school.

Classroom Observation

Two E.S.L. classes were observed at Roosevelt High School. A beginning class of thirty students had a majority of Spanish speakers of assorted nationalities and several Cambodians and Vietnamese. The teacher covered a lesson from LADO 1 that required constant oral work -- either by the whole class or by individuals. Two aides, one Cambodian and one Vietnamese, worked with students in their respective language groups to help them follow the lesson. No one seemed distracted by the different centers of activity and all students were actively participating in this rather lively class.

The other class observed was at the intermediate level. The teacher presented a lesson on superlative adjectives in preparation for the CREST that included oral work, reading, and writing from LADO 3. There were two Vietnamese students in the class who were generally able to follow the lesson although they occasionally required the help of a paraprofessional.

NATIVE-LANGUAGE INSTRUCTION

Kennedy High School offers fifteen Spanish-language arts classes at three different levels. Project students take a Spanish literacy test when entering the program to determine appropriate placement.

TABLE 7

Instruction in English as a Second Language

School	Courses	Number of Classes		Average Register		Classes Per Week	Description	Curriculum or Material in Use
		Fall	Spring	Fall	Spring			
Theodore Roosevelt	E.S.L. 1	6	3	25		10	Beginner	Lado 1
	E.S.L. 2	3	6	19		10	Beginner	Lado 2
	E.S.L. 3	3	3	20		10	Intermediate	Lado 3
	E.S.L. 4	3	3	25		5	Intermediate	Lado 4
	E.S.L. 5	2	2	18		5	Advanced	Lado 5: Lado: Elementary Composition
	Reading 1	4	3	25		5	Beginner	Siegel: Reading and Writing
	Reading 2	2	5	20		5	Beginner	Real Stories A, B
	Reading 3	2	3	20		5	Intermediate	Journeys to Fame
	Reading 4	2	2	30		5	Intermediate	Turning Points
	Reading 5	2	2	17		5	Advanced	R.C.T. and Teacher-made Materials
Christopher Columbus	E.S.L. 1	2	2	23	23	5	Beginner	Lado 1
	E.S.L. 2	2	2	16	16	5	Intermediate	Lado 3
	E.S.L. 3	1	1	18	18	5	Advanced	Lado 4
John F. Kennedy	E.S.L. (Introduction)	1	1	20	20	10	Basic Skills	English Step by Step
	E.S.L. 1	3	2	25	20	10	Beginner	Lado 1
	E.S.L. 2	2	3	23	25	10	Beginner	Lado 2
	E.S.L. 3	5	3	25	20	10	Intermediate	Lado 3
	E.S.L. 4	2	4	25	25	10	Intermediate	Lado 4
	E.S.L. 5	4	3	25	20	10	Advanced	Lado 5

Columbus High School has two sessions of Italian language arts. Incoming students from Italy generally have well-developed native-language skills and the course offered at Columbus is a survey of Italian literature covering the works of major Italian authors.

The Vietnamese language arts program at Roosevelt has not yet been developed. The main obstacle was the inability to find a Vietnamese-speaking teacher properly certified by the New York City Board of Education: at present there is no Vietnamese license granted by the Board of Examiners. However, there is a prospect for September of a Vietnamese-speaking teacher licensed in French. The contingency plan is to shift the current resource specialist, who is also licensed in French, to the Vietnamese instructional position to teach both language arts and some content-area courses in Vietnamese.

Another problem affecting the development of this component is that the school had no way to measure native-language ability. This should be remedied by September 1982.

Table 8 gives details of the native language arts component.

TABLE 8
Instruction in Native Language Arts

School	Course	Level		Number of Classes		Average Register		Curriculum Materials in Use
		Fall	Spring	Fall	Spring	Fall	Spring	
Theodore Roosevelt	No instruction in native language arts this year because of inability to recruit a Vietnamese- speaking teacher with required New York City license.							
Christopher Columbus	Italian Literature	1	2	1	1	5	4	Works of major Italian authors
John F. Kennedy	Spanish Language Arts	1	2	7	8	25	25	
	Bilingual Spanish 1	1	1	5	5	35	35	
	Bilingual Spanish 2	2	2	2	2	35	35	

.All classes meet for five periods a week.

.A.B.C. project students at Kennedy attend classes with students of other bilingual programs. Therefore the register adds to more than the total number of project students.

CONTENT-AREA INSTRUCTION

Kennedy High School has three tracks in Spanish covering math, social studies, general science, and biology. The assistant principal in charge of the program is very interested in adding chemistry. These classes are taught entirely in Spanish with Spanish materials.

In its first year, Columbus High School's bilingual program offered four courses in Italian using Italian materials. All students targeted for Project A.B.C. attended these classes.

As mentioned in the previous section, Roosevelt High School did not have a Vietnamese-speaking classroom teacher this year; therefore, it had no regular content-area instruction as part of the program. Vietnamese-speaking paraprofessionals were assigned to those mainstream classes in math, science, and social studies attended by Vietnamese students. The paraprofessionals worked in the classroom helping students follow the class and assimilated the material using Vietnamese. The school expects to have Vietnamese-speaking teachers for the program in September. At that time it plans to offer general science/biology and social studies one and two using an E.S.L. approach. Fall semester classes will be taught using 80 percent Vietnamese and 20 percent English; spring semester classes will divide class time equally between the languages. The students seem to be doing well in math under the present arrangement.

Table 9 gives details of the content-area instruction in the three schools.

TRANSITION

The established bilingual programs schedule transitional courses in their developmental sequences to prepare students for mainstreaming. At Kennedy High School, for example, some courses offered in the music, art, and social studies departments employ the E.S.L. approach. The material is covered using a specific two-language combination that focuses on developing the English-language skills and

TABLE 9
Bilingual Instructional in Content Areas

School	Course	Level		Number of Classes		Average Register	
		Fall	Spring	Fall	Spring	Fall	Spring
Theodore Roosevelt	Math	Remedial		3		20	
	Math	-		4		34	
	Math	1,2		2		25	
	Math	1,2,3		3		20	
	Science	1,2		2		20	
	Social studies	1,2		3		20	
Christopher Columbus	American History	1	2	2	2	8	8
	Biology	2	-	1	-	8	-
	Health science	-	1	-	1	-	8
	Economics	1	-	1	-	10	-
John F. Kennedy	Math	R.C.T. prep.		2	2	35	35
	Algebra	1	2	1	1	35	35
	Geometry	1	2	2	2	35	35
	9th-year Social studies	Basic		2	2	35	35
	10th-year Social studies	3	4	2	2	35	35
	11th-year Social studies	5	5	1	1	35	35
	12th-year Social studies	6	6	2	2	35	35

.All classes meet five periods a week.

.All classes are taught entirely in the native language. At Roosevelt this is done through a paraprofessional.

vocabulary needed to handle the subject matter. The science department is planning to offer some E.S.L. sections next year. Mainstreaming is gradual, depending on the students' readiness. Students may be taking mainstream math, but taking social studies in the bilingual program.

Roosevelt High School discovered that students are able to function well in math with the help of the paraprofessionals. Next year it will add courses using the E.S.L. approach. Vietnamese students at the school are highly motivated to learn English and the approach being used with them introduces English earlier than in other programs.

At Columbus High School the E.S.L. teacher decides at the end of the year whether a student requires additional English-language training. It is possible to mainstream a student in content area while still taking E.S.L. This year the E.S.L. program funded under P.S.E.W. had three levels. The school has assigned a tax-levy position to add a fourth level for next year. This will be a transitional class in E.S.L. reading.

In addition, there are required courses like gym and industrial arts offered only in the mainstream. Each semester every bilingual program student takes at least one mainstream class. Table 10 lists the mainstream classes in each school in which project students were enrolled this year.

TABLE 10

Mainstream Classes in Which Project Students are Enrolled

School	Course	Number of Students	Criteria for Selection
Theodore Roosevelt	MY 1,2	3	Required courses not available in bilingual program.
	MB 1,2	17	
	MC 1,2	33	
	ME 1,2	7	
	MD 1,2	3	
	SC 1,2	11	
	SCIM 1,2	7	
	SB 1,2	7	
	HG 1	14	
	HG 2	9	
	HG 3	5	Based on LAB scores and teacher recommendations.
	HAIM	6	
	HCIM	4	
	HA 2 M	2	
	AR 1,2	120	
	OT 1,2,3,4	90	
	UR, UG, US	125	
	PS, PF 1-7	125	
	IP 1	4	
	EG 3,4	8	
Christopher Columbus	ER 81	4	Required courses not available in bilingual program
	ET 10	10	
	EM 5,6,7,8	16	
	EE 5,6,7	7	
John F. Kennedy	Math	1	Required courses not available in bilingual program
	Music	8	
	Hygiene	5	
	Gym	1	
John F. Kennedy	Music	50	Required courses not available in bilingual program
	Art	50	
	Gym	50	

.All classes meet for five periods a week.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

Two separate needs exist in the area of curriculum development: one for basic materials used in regular classroom work; the other for materials for the career resource center. The first is the responsibility of the bilingual programs where the project students are placed. Responsibility for the second is assumed in the Project A.B.C. proposal.

Project students at Kennedy High School attend classes where the curriculum is already well-developed. At Columbus High School the bilingual program is new and its curriculum is not yet complete. The A.B.C. resource specialist is providing some help here. Since Roosevelt High School is dealing with a new language group, the curriculum needs here are in both areas. This year, Project A.B.C. had the only Vietnamese-speaking teacher in the school; therefore, the resource specialist has been helping to locate and acquire materials. These have been obtained from a Chinatown store which carries materials in Vietnamese and from the Center for Applied Linguistics. The resource specialist developed additional materials for use in various classes and translated the terminology for physics and ancient civilization courses.

However, the project's remaining curriculum development function is to establish a career resource center at each site.

SUPPORTIVE SERVICES

At Kennedy High School two bilingual counselors work with students on programming and vocational guidance. A family worker makes home contacts with the help of the project resource specialist, who handles home contacts for the project students. Roosevelt High School provides the services of a guidance counselor and a grade advisor. The project resource specialist has become a focal point for the students since she speaks Vietnamese. At Columbus, students have the regular counselor and the project resource specialist.

Project A.B.C. staff helped with extracurricular activities such as organizing the Indochinese club at Roosevelt, financing a Spanish theater outing for Kennedy students, and sponsoring a trip to Washington, D.C. for students and parents.

Career-oriented activities are organized at each school: the Italian Institute sent a staff person to Columbus to make a presentation on careers in computer programming; an after-school course is being organized at Roosevelt on business machines and record-keeping using resources from the TOLLEPS program at the Board of Education. Each school has a career day. At Kennedy this year, Spanish-speaking representatives came from Annapolis, Hostos, and Lehman colleges.

Role of The Resource Specialist

The resource specialists are scheduled to work weekly on student advising, curriculum development, parent-community contacts, and resource

center development. At program review time, these resource specialists had been on the job for three months; in that short time they had provided ample services.

During the week that the program was visited their schedules were as follows:

The Vietnamese resource specialist was tutoring eight students recommended by classroom teachers on an individual basis at scheduled times. One was being tutored in math, the others in language. In addition, the specialist was arranging for job applications for the Neighborhood Youth Corps program. She helped students fill out the forms, prepared them for interviews, and planned to follow each case to conclusion. She also worked with the Indochinese club which elected officers during this week, and began working on club rules and regulations. Club members were organizing a parents' day activity for the end of the year. On Saturday the specialist accompanied students and parents on the project-sponsored trip to Washington.

The second resource teacher is from Italy, and also speaks Spanish and Albanian. This week she was preparing materials for the school newspaper to be distributed to parents, organizing students and parents for the trip to Washington, and preparing for an open house at Bronx Community College. Earlier in the month she had arranged for members of FIAME (Forum of Italian-American Educators) to participate in the Italian culture week at the school. Other projects included

working with the American studies teacher in adapting curriculum materials for Italian students and working with the guidance counselor on programs for project students.

STAFF DEVELOPMENT

At Kennedy High School all teaching staff have at least Master's degrees in their fields. The average staff experience is over ten years. Staff members attend monthly meetings with the department chairperson to discuss administrative and educational topics. The staff also attends an annual three-day conference; this year's topic was dyslexia.

Although the staff at Columbus High School has considerable teaching experience, they are less experienced in bilingual settings. This is the first and only Italian bilingual program in the Bronx and it is new. Staff members are licensed in Italian and are fluent in the language.

This year the Columbus High School staff participated in a variety of workshops and seminars: the bilingual and Italian-studies faculty attended a presentation by a visiting professor on Italian artists and their contributions to Washington, D.C.; five program staff attended two career education workshops at Hunter College; four program staff attended a session at N.Y.U. on Italian bilingual/bicultural education. The resource specialist had two sessions with the Hunter College bilingual staff at the Institute Italiano di Cultura.

Table 11 gives the characteristics of the project's staff.

TABLE 11

Project Staff Characteristics

Function	Degree	Certification	Language
Project Director	M.S.	Biology, Chemistry General Science	Bilingual/Italian/ Spanish
	P.D.	Adm. & Super. Dist. Admin.	
Resource Specialist	M.A.		Bilingual/Italian, Spanish, Albanian
Resource Specialist		French	Bilingual/Vietnamese
Educational Assistant	-	-	Bilingual/Vietnamese
Educational Assistant	B.A.	-	Bilingual/Italian

PARENT/COMMUNITY INVOLVEMENT

The project encourages parent participation. Each school sends out information to parents in the native language. The staff reports that when parents are called into the school they respond well.

The trip to Washington, D.C. was considered a success and attracted a good number of parents. The Indochinese club's planned end-of-year fair will serve to encourage parent participation in other project activities. At the Columbus open house, a parent offered to recruit other families into the program, and several expressed interest in the advisory committee. The project director is working with the Enrico Fermi Center on a jointly-sponsored E.S.L. class at the Center for next year for which the project will supply the teacher. Fermi is accessible to parents of both Roosevelt and Columbus students.

Next year the project expects to have parent participation in E.S.L. classes and the Parent Advisory Committee.

AFFECTIVE DOMAIN

At Roosevelt High School daily attendance in the school as a whole is 64 percent; in the bilingual program it is 88 percent; in the Vietnamese component it is 99 percent. Vietnamese students show a desire to learn, ask for homework every day, and give up free time to go for tutoring. They also utilize school services such as the breakfast program. So far, there have been no discipline problems in the group.

At Kennedy, school-wide attendance is 79 percent; in the bilingual program it is 96 percent. On April 6, the day of a freak snowstorm, the bilingual classes were full. Each month awards are given to three or four classes for excellent attendance; one or more bilingual classes always receive these awards. At Columbus, one student won first prize this year in a poetry contest for native Italians sponsored by Iona College. Another student was accepted into the pre-pharmacy program of a local college.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982. Students were assessed in English-language development, growth in their mastery of their native language, mathematics, social studies, science, cultural heritage, and attitude toward school. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Cultural heritage -- Staff-developed scale

Attitude towards school -- Staff-developed scale

Attendance -- School and program records

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Materials at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four

items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by program students who received Title I E.S.L. instruction in fall and spring semesters (Tables 12 through 16). Information is provided on students' performance at the various grades and test levels. Since most of the Italian-speaking participants at Christopher Columbus were selected after January 1982, CREST data are reported for this school for the spring semester only.

Rates of success of students in mathematics, science, social studies, and native language arts* courses taught in the bilingual program are reported by school, subject area, grade, and by language when applicable (Tables 17 through 22). These tables contain the numbers of students reported as taking the relevant courses, the number reported to have passed, and the percent passing for fall and for spring courses.

Students' performance on a staff-developed scale of knowledge of their cultural heritage is presented by school and grade for the spring semester in Table 23. Improvement in students' attitude toward school, as measured by a staff-developed scale, is reported in Table 24.

* Native-language performance at Theodore Roosevelt was not reported since there was no instruction in this area during the first year of the program.

Comparisons of the attendance rates of program participants with those of the schools as a whole are presented by language group in Tables 25, 26, and 27. These tables contain average rates for the schools and for the various participant groups, the percent differences between each program and school rate, values of the z statistic, and its level of statistical significance.

TABLE 12

Performance of Students at Theodore Roosevelt High School High School Tested on the
Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered
 by Grade and Test Level (E.S.L. Title I Vietnamese-Speaking Students, Fall)

Grade	Average Months of Treatment	LEVEL I					LEVEL II					LEVEL III					TOTALS		
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered		
		N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/Month
9	3.4	20	8.8	16.3	7.4	2.1	9	13.0	21.5	8.5	2.5	2	10.5	11.5	1.0	0.2	31	7.3	2.1
10	3.4	13	9.0	17.3	8.3	2.4	9	16.3	22.0	5.6	1.6	4	12.0	13.5	1.5	0.4	26	6.3	1.8
11	3.4	2	19.0	21.0	2.0	0.5	1	19.0	23.0	4.0	1.1	-----					3	2.6	0.7
TOTAL	3.4	35	9.4	16.9	7.4	2.1	19	14.8	21.8	6.9	2.0	6	11.5	12.8	1.3	0.3	60	6.7	1.9

Note. Number of objectives for each level: Level I (25), Level II (25), Level (15). All numbers are truncated at the first decimal place.

.In general, students mastered 1.9 objectives per month of instruction. These results surpass the criterion of one objective per month of instruction set as the program objective.

.The criterion of success was surpassed, as groups, by all grades except grade 11, and by all levels except Level III.

.For some groups, gains may appear depressed as a result of high pre-test scores.

TABLE 13

Performance of Students at Theodore Roosevelt High School Tested on the
Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered
 by Grade and Test Level (E.S.L. Title I Vietnamese-Speaking Students, Spring)

Grade	Average Months of Treatment	LEVEL I					LEVEL II					LEVEL III					TOTALS		
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered		
		N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/Month
9	3.2	20	14.8	19.5	4.7	1.4	11	18.8	19.7	0.9	0.2	3	8.0	10.0	2.0	0.6	34	3.2	1.0
10	3.2	9	15.0	21.0	6.0	1.8	7	14.2	20.2	6.0	1.8	8	8.1	10.3	2.2	0.6	24	4.7	1.4
TOTAL	3.2	29	14.8	19.9	5.1	1.5	18	17.0	19.9	2.8	0.8	11	8.0	10.2	2.1	0.6	58	3.8	1.1

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15). All numbers are truncated at the first decimal place.

.In general, students mastered over one objective per month of instruction. These results surpass the criterion of one objective per month set as the program objective.

.The criterion of success was met by each grade as a group but not by each level. Level II students in grade 9 achieved high pre-test scores; this depressed their gains. Level III students performed in a similar manner to other New York City high school students in bilingual programs: they did not meet the program's criterion for mastery.

TABLE 14

Performance of Students at Christopher Columbus High School Tested on the
Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered
 by Grade and Test Level (E.S.L. Title I Italian-Speaking Students, Spring)

Grade	Average Months of Treatment	LEVEL I					LEVEL II					LEVEL III					TOTALS		
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered		
		N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/Month
10	2.6	1	5.0	7.0	2.0	0.7	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	2.0	0.7
11	2.3	1	20.0	25.0	5.0	2.1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	5.0	2.1
12	2.3	2	15.0	19.5	4.5	1.9	1	22.0	25.0	3	1.2	-----	-----	-----	-----	-----	3	4.0	1.6
TOTAL	2.4	4	13.7	17.7	4.0	1.6	1	22.0	25.0	3	1.2	-----	-----	-----	-----	-----	5	3.8	1.5

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15). All numbers are truncated at the first decimal place.

.In general, Italian-speaking students achieved 1.5 objectives per month of instruction in the spring. These results surpass the criterion set as the program objective (one objective mastered per month of instruction).

.The program objective was met by students at all grades and levels except those at grade 10, Level I.

TABLE 15

Performance of Students at John F. Kennedy High School Tested on the
Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered
 by Grade and Test Level (E.S.L. Title I Spanish-Speaking Students, Fall)

Grade	Average Months of Treatment	LEVEL I					LEVEL II					LEVEL III					TOTALS		
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered		
		N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/Month
9	3.2	7	4.2	9.1	4.8	1.4	1	15.0	21.0	6.0	1.7	3	9.6	11.0	1.3	0.3	11	4.0	1.2
10	3.3	12	9.5	16.2	6.7	1.9	5	9.0	13.8	4.8	1.5	3	9.3	12.0	2.6	0.8	20	5.6	1.6
11	3.2	-----					5	12.0	15.4	3.4	1.0	2	9.5	12.5	3.0	0.8	7	3.2	1.0
TOTAL	3.2	19	7.5	13.6	6.0	1.7	11	10.9	15.1	4.2	1.3	8	9.5	11.7	2.2	0.6	38	4.7	1.4

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15). All numbers are truncated at the first decimal place.

.In general, Spanish-speaking students achieved 1.4 objectives per month of instruction in the fall, which surpassed the criterion set as the program objective (one objective mastered per month of instruction).

.Only students at Level III failed to reach the program objective.

TABLE 16

Performance of Students at John F. Kennedy High School Tested on the
Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered
 by Grade and Test Level (E.S.L. Title I Spanish-Speaking Students, Spring)

Grade	Average Months of Treatment	LEVEL I					LEVEL II					LEVEL III					TOTALS		
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered		
		N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/Month
9	3.1	7	6.8	13.5	6.7	2.0	3	16.3	19.3	3.0	0.9	4	10.0	11.7	1.7	0.5	14	4.5	1.4
10	3.2	7	14.7	20.7	6.0	1.8	7	13.5	12.8	-0.7	-0.1	1	14.0	14.0	0.0	0.0	15	9.1	0.7
11	3.2	-----					4	8.2	16.7	8.5	2.6	4	9.5	13.2	3.7	1.1	8	3.7	1.9
TOTAL	1.2	14	10.7	17.1	6.3	1.9	14	12.6	15.3	3.2	0.8	9	10.2	12.6	2.4	0.7	37	6.6	1.2

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15). All numbers are truncated at the first decimal place.

.Again in the spring, Spanish-speaking students, in general, surpassed the criterion set as the program objective (one objective mastered per month instruction).

.Ninth- and tenth-grade students at Level I, and eleventh-grade students at Levels II and III met and surpassed the program criterion.

.The unusually low gains for grade 10, Level II students (-0.1) depressed the total gains at Level II.

TABLE 17

Number and Percent of Vietnamese-Speaking Students at Theodore Roosevelt
High School Passing Teacher-Made Examinations in Content-Area Subjects by Grade
and Language of Instruction, (Fall)

Content Area	ENGLISH				VIETNAMESE/ENGLISH			TOTAL	
	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Mathematics	9	5	4	80.0	57	44	77.2	62	77.4
	10	11	11	100.0	25	24	96.0	36	97.2
	11	8	8	100.0	6	6	100.0	14	100.0
TOTAL		24	23	95.8	88	74	84	112	86.6
Science	9	1	0	0.0	3	2	66.7	4	50.0
	10	5	3	60.0	7	7	100.0	12	83.3
	11	5	5	100.0	5	5	100.0	10	100.0
TOTAL		11	8	72.7	15	14	93.3	26	84.6
Social Studies	9	4	3	75.0				4	75.0
	10	11	10	90.9				11	90.9
	11	10	9	90.0				10	90.0
TOTAL		25	22	88.0				25	88.0

.The overall passing rates of program students at Theodore Roosevelt in content-area courses in the fall surpassed the criterion set as the program objective (80 percent of the students would pass teacher-made examinations in content-area courses).

TABLE 17 (continued)

.The highest passing rate was achieved by students in mathematics classes taught in English only (95.8 percent) followed by students in science classes taught bilingually (93.3 percent).

.Overall, only five students in mainstream science classes failed to meet the program objective in the fall.

TABLE 18

Number and Percent of Vietnamese-Speaking Students at Theodore Roosevelt
High School Passing Teacher-Made Examinations in Content-Area Subjects by Grade
and Language of Instruction, (Spring)

Content Area	Grade	ENGLISH			VIETNAMESE/ENGLISH ^a			TOTAL	
		N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Mathematics	9	6	6	100.0	56	49	87.5	62	88.7
	10	12	11	91.7	27	25	92.6	39	92.3
	11	11	10	90.9	4	4	100.0	15	93.0
TOTAL		29	27	93.1	87	78	89.6	115	91.3
Science	9				6	6	100.0	6	100.0
	10	5	5	100.0	10	10	100.0	15	100.0
	11	10	9	90.0	4	4	100.0	14	92.8
TOTAL		15	14	93.3	20	20	100.0	35	97.0
Social Studies	9	12	10	83.3				12	83.3
	10	21	19	90.5				21	90.5
	11	13	12	92.3				13	92.3
TOTAL		46	41	89.1				46	89.1

^aClasses conducted by English-speaking teacher assisted by Vietnamese-speaking paraprofessional.

.In the spring, students surpassed the criterion set as the program objective (80 percent passing rate) in every content area and at each grade level, regardless of the language of instruction.

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.The highest overall passing rate was achieved by students in science classes (97 percent) followed by students in mathematics and social studies (91 and 89 percent respectively).

TABLE 19

Number and Percent of Italian-Speaking Students at Christopher Columbus
High School Passing Teacher-Made Examinations in Content-Area Subjects^a
by Grade and Semester

Content Area	FALL				SPRING			TOTAL	
	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Mathematics	10	1	1	100	1	1	100	1	100
	11	2	2	100				3	100
	12	1	1	100					
TOTAL		4	4	100	1	1	100	4	100
Science	10	1	1	100	1	1	100	2	100
	11	2	2	100	3	3	100	5	100
	12	3	3	100				3	100
TOTAL		6	6	100	4	4	100	10	100
Social Studies	10	1	1	100	1	1	100	2	100
	11	1	1	100	1	1	100	2	100
	12	4	4	100	3	3	100	7	100
TOTAL		6	6	100	5	5	100	11	100

^aClasses taught entirely in Italian with Italian materials.

.All of the program students passed all of the content-area courses taught in Italian and surpassed the program objective of an 80 percent passing rate.

.It should be noted that the number of students reported for each content area is very small.

TABLE 20

Number and Percent of Spanish-Speaking Students at John F. Kennedy
High School Passing Teacher-Made Examinations in Content-Area Subjects^a
by Grade and Semester

Content Area	Grade	FALL			SPRING			TOTAL	
		N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Mathematics	9	12	7	58.3	16	11	68.8	28	64.0
	10	16	15	93.8	22	15	68.2	38	79.0
	11	7	5	71.4	10	8	80.0	17	76.0
TOTAL		35	27	77.0	48	34	71.0	83	73.0
Science	9	4	3	75.0	3	2	66.7	7	71.0
	10	9	9	100.0	11	11	100.0	20	100.0
	11	3	3	100.0	4	3	75.0	7	86.0
TOTAL		16	15	93.7	18	16	89.0	34	91.0
Social Studies	9	13	8	61.5	16	14	87.5	29	76.0
	10	22	18	81.8	23	18	78.3	45	91.0
	11	8	8	100.0	10	9	90.0	18	94.0
TOTAL		43	34	79.0	49	41	84	92	82.0

^aClasses taught entirely in Spanish with Spanish materials.

.The program objective of an 80 percent passing rate in content-area subjects taught in Spanish was attained overall in science (91 percent) and in social studies (82 percent).

TABLE 20 (continued)

.The highest passing rates were reported for students in both fall and spring science courses (93.7 and 89 percent, respectively).

.In general, the lowest passing rates were recorded for grade 9 students.

TABLE 21

Number of Italian-Speaking Students at Christopher Columbus High School
Attending Courses and Percent Passing Teacher-Made Examinations
in Native Language Arts

Fall Courses	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Native Language Arts (Italian)	-	--	1	100	2	100	4	100	7	100

Spring Courses	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Native Language Arts (Italian)	-	--	1	100	1	100	-	--	2	100

.All the Italian-speaking program students at Christopher Columbus High School passed examinations in native language arts in both the fall and spring semesters.

TABLE 22

Number of Spanish-Speaking Students at John F. Kennedy High School Attending
Courses and Percent Passing Teacher-Made Examinations in Native Language Arts

Fall Courses	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Native Language Arts (Spanish)	13	61.5	23	82.6	4	100	-	--	40	78

.Seventy-eight percent of the Spanish-speaking students passed teacher-made tests in native language arts in the fall.

.The passing rates increase with grade from a low of 61.5 percent in grade 9 to a high of 100 percent in grade 11.

Spring Courses	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Native Language Arts (Spanish)	12	83.3	23	78.3	7	100	-	--	42	83

.Eighty-three percent of the students passed teacher-made native language arts tests in the spring.

.The passing rates vary from a low of 78.3 percent in grade 10 to a high of 100 percent in grade 11.

.The passing rate in the spring was ten percentage points higher than the passing rate in the fall.

TABLE 23

Number and Percent of Program Students Improving on a
Staff-Developed Scale of Knowledge of Cultural Heritage,
By School and Grade (Spring)

Scale: Knowledge of Cultural Heritage				
School	Grade	N	Number Improving One Unit of Scale	Percent Improving One Unit on Scale
Theodore Roosevelt	9	63	58	92.1
	10	42	40	95.2
	11	15	13	86.7
	12	1	1	100.0
TOTAL		121	112	92.0
Christopher Columbus	9	--	--	--
	10	1	1	100.0
	11	2	1	50.0
	12	4	4	100.0
TOTAL		7	6	86.0
John F. Kennedy	9	16	16	100.0
	10	24	19	79.2
	11	10	10	100.0
TOTAL		50	45	90.0

.Overall, the program objective of 80 percent of the students improving one unit on a (five-unit) staff-developed scale of knowledge of their cultural heritage was achieved by students at all three program sites.

TABLE 24
Number and Percent of Program Students Improving on a
Staff-Developed Scale of Attitude Towards School,
By School and Grade (Spring)

Scale: Attitude Towards School				
School	Grade	N	Number Improving One Unit of Scale	Percent Improving One Unit on Scale
Theodore Roosevelt	9	63	42	66.7
	10	42	29	69.0
	11	15	11	73.3
TOTAL		120	82	68.0
Christopher Columbus	9	--	--	--
	10	1	1	100.0
	11	2	2	100.0
	12	4	4	100.0
TOTAL		7	7	100.0
John F. Kennedy	9	16	15	93.8
	10	24	16	66.7
	11	10	10	100.0
TOTAL		50	41	82.0

.The program objective of 80 percent of the students improving one unit on a (five-unit) staff-developed scale of attitude toward school was met by students at Christopher Columbus and John F. Kennedy.

.Only 68 percent of the program students at Theodore Roosevelt improved one unit on the attitude scale. It should be noted, however, that the initial rating of these students is not included in these data and, therefore, the small improvement may be due to high pre-test ratings.

TABLE 25

Significance of the Difference Between Attendance Percentage
of Program Students at Theodore Roosevelt High School
and the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
9	64	98.7	0.6
10	42	98.7	0.5
11	15	98.8	0.5
TOTAL	121	98.7	0.5

Average School-Wide Attendance Percentage: 63.61

Percentage
Difference = 35.09 $z = 6.44$ $p = .0001$

- .The difference (35.09 percentage points) between the attendance of program students (98.7 percent) and the attendance percentage of the school (63.61 percent) is statistically significant at the .0001 level.
- .The mean percentage was practically the same (98.7 to 98.8) for all grade levels.
- .The standard deviation was practically the same (0.5 to 0.6) for all grade levels. This indicates that there are very few students who do not have a high attendance rate.

TABLE 26

Significance of the Difference Between Attendance Percentage
of Program Students at Christopher Columbus High School and
the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
10	1	96.4	0.0
11	1	88.7	0.0
12	3	85.6	6.5
TOTAL	5	91.3	7.4

Average School-Wide Attendance Percentage: 74.6

Percentage
Difference = 16.7 $z = .7767$ $p = .2206$

- .The average attendance for all program students at Christopher Columbus High School (91.3 percent) is 16.7 percentage points higher than the average school-wide percentage of 74.6 percent.
- .The highest mean attendance percentage (96.4 percent) is recorded for the tenth grade. The attendance rate decreases as grade level increases.
- .It should be noted that the total number of scores reported is extremely small (5).

TABLE 27

Significance of the Difference Between Attendance Percentage
of Program Students at John F. Kennedy High School
and the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
9	16	94.4	7.3
10	24	97.1	2.3
11	10	97.3	2.4
TOTAL	50	96.3	4.7

Average School-Wide Attendance Percentage: 79.4

Percentage
Difference = 16.9 $z = 2.68$ $p = .0037$

- .The average attendance percentage for all program students at John F. Kennedy High School (96.3 percent) is 16.9 percentage points higher than the school-wide attendance average of 79.4 percent. The difference of 16.9 percentage points is statistically significant.
- .The highest average attendance was reported for grade 11 (97.3 percent). This was followed closely by grade 10 (97.1 percent).
- .The lowest average attendance was reported for grade 9 students (94.4 percent). However, the lowest attendance for those students is probably the result of a few individuals with extremely low attendance rates. This is supported by the high standard deviation (7.3), which indicates some scores which diverge greatly from the others.

SUMMARY OF FINDINGS

English

In general, the program objective of one objective mastered per month on the Criterion Referenced English Syntax Test (CREST) was met by the Spanish-speaking students in both the fall and the spring. In the fall, these students met the objective in all grades and levels, except at Level III. In the spring, the objective was met only at Level I.

Among Italian-speaking students, the program objective of one objective mastered per month of instruction was achieved in all grades and levels in the spring, except for grade 10, Level I students.

Among Vietnamese-speaking students, the program objective was met in the fall at all grades and levels, except for Level III, and grade 11 students tested with Level II. In the spring, the program objective was achieved in all grades at Level I and in grade 10 at Level II of the CREST.

The failure of program students tested at Level III to attain the program objective may indicate that it is more difficult to make gains at that level and perhaps the program objectives should be modified to reflect the students' actual potential performance.

Spanish

Seventy-eight percent of the Spanish-speaking program students at John F. Kennedy High School passed teacher-made tests in native language arts in the fall. The passing rate increased with grade. Eighty-

three percent of the program students passed teacher-made examinations in the spring, with the passing rate ranging from a low of 78.3 percent in grade 10 to a high of 100 percent in grade 10.

Italian

All of the Italian-speaking program students at Christopher Columbus High School passed teacher-made native language arts examinations in both the fall and spring.

The program objective of 80 percent of the students improving one unit on a staff-developed scale of knowledge of their cultural heritage was achieved by students at all three program sites. The greatest improvement was made by students at Theodore Roosevelt High School (92 percent), followed by students at John F. Kennedy High School (90 percent) and Christopher Columbus High School (86 percent).

CONTENT-AREA COURSES

Mathematics

The program objective of an 80 percent passing rate was achieved only by grade 10 students in the fall and by grade 11 students in the spring at John F. Kennedy High School.

Overall, the program objective was met in all grades in both English and bilingually-taught courses in both the fall and spring semesters at Theodore Roosevelt High School. Ninth graders in bilingually-taught classes in the fall were the only group which failed to meet the objective.

All program students at Christopher Columbus High School (N=4) passed teacher-made examinations in mathematics in both the fall and spring.

Science

The program objective of an 80 percent passing rate in science was met at John F. Kennedy High School in both the fall (93.7 percent) and the spring (89 percent) semesters.

The program objective at Theodore Roosevelt High School was met in the fall only by grade 11 (English instruction) and grades 11 and 12 (bilingual instruction); all grade levels in the spring achieved at least an 80 percent passing rate.

All of the program students at Christopher Columbus High School passed teacher-made examinations in science in both the fall and spring semesters.

Social Studies

The program objective of an 80 percent passing rate in social studies was met by grades 10 and 11 students in the fall and by grade 9 and 11 students in the spring at John F. Kennedy High School.

The program objective was met by grades 10 and 11 students taught in English in the fall and by all grades taught in English in the spring at Theodore Roosevelt High School.

The program objective was attained by all grades in both the fall and the spring at Christopher Columbus High School. (All of the students passed.)

In general, the passing rate in all content-area subjects is lowest among grade 9 students and highest among grade 12 students.

ATTITUDE TOWARD SCHOOL

The program objective of 80 percent of the students improving one unit on a staff-developed scale of attitude toward school was met only by students at Christopher Columbus and John F. Kennedy High Schools. Since the initial rating of all program students was not included in the data reported, it is difficult to ascertain whether or not the small improvement of students at Theodore Roosevelt High School (68 percent) is due to scale "ceiling effects."

ATTENDANCE

The attendance rate of program students at Theodore Roosevelt High School (98.7 percent) was 35 percentage points higher than the school-wide rate.

At Christopher Columbus High School, the program attendance rate was 16.7 percentage points higher than the school-wide rate. It should be noted that the number of students reported (5) is extremely small.

The attendance rate of program students at John F. Kennedy High School exceeded the school-wide rate by 16.9 percentage points.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project A.B.C. has made great headway during its first year of implementation. Most of the organizational difficulties associated with new projects have been surmounted, and the program is focusing full attention on achieving its goals and objectives. The combination of well established bilingual instructional programs and specially funded supportive services for new arrivals will greatly facilitate the transition process for these students at each program site.

Curricula have been developed in the native language for courses in mathematics, science, and social studies at John F. Kennedy High School and Christopher Columbus High School. However, because the bilingual program at Columbus High School is new, its curriculum is not yet complete. Because Roosevelt High School did not have a Vietnamese-speaking classroom teacher, regular content-area bilingual instruction was not provided as part of the program. However, Vietnamese-speaking paraprofessionals were assigned to those mainstream classes in mathematics, science, and social studies attended by Vietnamese students. The school is making the necessary arrangements to provide Vietnamese-speaking teachers for the program in September.

In addition, the program is expanding its curriculum to meet the needs of this new student population. While each of the schools is well under way in designing and implementing their regular classroom curriculum, the establishment of a career resource center at each site is still in the very early stages.

Academic and career counseling is available to program students on a formal and informal basis, and career-oriented activities are organized at each school. Parents have been successfully involved with the program through meetings, programs, and field trips. Development activities for staff include attendance at program and school-wide meetings and at career education workshops.

Overall, the performance of program students at all schools was quite good in all areas including native-language reading and reading in English, in all content-area subjects, and attendance.

RECOMMENDATIONS

On the basis of several site visits, classroom observations, interviews with program personnel, and analysis of student performance data, the evaluation team recommends that consideration be given to the following:

1. Emphasis should be placed on the development of the career resource centers at each site during the second year of program operation.
2. The program should attempt to completely implement the curriculum development component of the Italian bilingual program at Columbus High School by September. To avoid a duplication of effort the program might consider contacting other Italian bilingual programs (such as at New Utrecht or Grover Cleveland High Schools) to discuss the implementation process and problems encountered in developing these similar curricula.
3. The program should finalize its efforts to develop a curriculum in Vietnamese and to locate Vietnamese-speaking teachers for program students at Roosevelt High School as soon as possible.
4. The program should continue in its efforts to develop an instrument to measure native-language ability for Vietnamese students at Roosevelt High School.